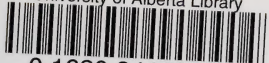


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Module 9B

Grade Two Thematic The Wonders of Nature



Home Instructor's Guide: Days 10-18
and
Assignment Booklet 9B

Grade Two Thematic
 Module 9B: The Wonders of Nature
 Home Instructor's Guide: Days 10–18 and Assignment Booklet 9B
 Learning Technologies Branch
 ISBN 0-7741-2213-7

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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Module 9B: The Wonders of Nature

Reading Resources

The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category.

Days 10 and 11

Books to Be Read Aloud

Grandpa's Visit by Richardo Keens-Douglas
Fireflies for Nathan by Shulamith Levey Oppenheim
Franklin and the Thunderstorm by Paulette Bourgeois
It's Raining, Yancy & Bear by Hazel Hutchins

Books to Be Read Alone or with a Partner

City Storm by Mary Jessie Parker
Little Bear's Visit by Else Holmelund Minarik
Outside, Inside by Carolyn Crimi
The Storm Book by Charlotte Zolotow

Days 13 and 14

Books to Be Read Aloud

How Green Are You? by David Bellamy
A River Ran Wild by Lynne Cherry
Water by Brenda Walpole
The Water Cycle by Joy Richardson

Books to Be Read Alone or with a Partner

Rain Rain Rivers by Uri Shulevitz
Small Cloud by Ariane
Water. What It Is. What It Does. by Judith S. Seixas
Wonderful Water by Bobbie Kalman and Janine Schaub

Days 16 and 17

Books to Be Read Aloud

Keepers of the Earth by Michael J. Caduto and Joseph Bruchac
The Legend of the Panda retold by Linda Granfield
The Loon's Necklace by William Toye
The Secret of the White Buffalo by C. J. Taylor

Books to Be Read Alone or with a Partner

Fishing by Jane Drake and Ann Love

Life in the Oceans by Lucy Baker

Oceans by Adrienne Mason

Sea Squares by Joy N. Hulme

Day 18**How-to-Guide for Creating Pictures Using Modelling Clay**

Playing with Plasticine by Barbara Reid

Resources About Bats**Books**

Bats: Bat Magic for Kids by Kathryn T. Lundberg

Walker's Bats of the World by Ronald M. Nowak

The Magic School Bus. Going Batty: A Book About Bats by Nancy Krulik

Amazing Bats by Frank Greenaway

Batman: Exploring the World of Bats by Laurence Pringle

Shadows of the Night: The Hidden World of the Little Brown Bat by Barbara Bash

Bats! Strange and Wonderful by Laurence Pringle

Bats. Creatures of the Night by Joyce Milton

Bats of the World by G. L. Graham

Bats (Zoobooks Series) by Linda Wood and Deane Rink

Beautiful Bats by Linda Glaser

Bats: A Creativity Book for Young Conservationists by Jane F. G. Jennings

The Vacationer's Guide to Bat Watching by Jeannette Ivy

The Bat: Wings in the Night Sky by M. Brock Fenton

Step into the Night by Joanne Ryder

Bat Stories for Children

The Bat-Poet by Randall Jarrell

Stellaluna by Janell Cannon

Loose Tooth by Steven Kroll

Bat Jamboree by Kathi Appelt

Bats Around the Clock by Kathi Appelt

Bats on Parade by Kathi Appelt

Bat in the Dining Room by Crescent Dragonwagon

The Bat in the Boot by Annie Cannon

Videos

The Magic School Bus: Creepy, Crawly Fun! Scholastic
Bats: Myth and Reality, Bat Conservation International
Time Warner Presents: Predators of the Wild, Vol. 7 Bats, Warner Home Video
Urban Bats: Friend or Foe?, Texas Archeological Society

Websites

<http://www3.gov.ab.ca/srd/fw/bats/index.html>
<http://www.batcon.org>

Daily Summary

Day 10

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing these activities)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Feel the Power*
- ☐ Tape recorder and cassette tape or computer with recording capability
- ☐ Homonym Concentration Game from the Appendix of the Student Module Booklet

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science/Social Studies

- ☐ books about bats
- ☐ globe or map of the world

Looking Back

- ☐ Thematic Assignment Booklet 9B
 – Day 10: Learning Log

continued . . .

Story Time

- ☐
- mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 9: Day 10 in the mathematics program.

Journal Time (Time recommended: 15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the selection “Ruby’s Storm.”

Here is a sample chart of sounds in “Ruby’s Storm.”

Page 12	cups clinking paper crunching checkers clicking
Page 13	poncho being put on buckling boots footsteps going downstairs blowing kisses sounds
Page 14	wind blowing umbrellas going up coats and awnings flapping steps running down the street
Page 15	footsteps dancing off the stoop sound of rain hitting

Record the Story

Have the student record his or her name, give the module number and day (M9D10), and give the name of the story (“Ruby’s Storm”) on the recording. This assignment will be submitted to the teacher on Day 18. Make sure the student’s name is on it.

Words I Use Often (Time recommended: 15 minutes)

Today's high-frequency words are *shown* and *mean*. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If the student cannot read the word, help him or her by doing the activities outlined in Day 2.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30–45 minutes)

Dictate the following sentences containing homonyms:

1. I have something in my eye.
2. I hope the cut on my heel will heal.
3. Can you see the sea from there?
4. He rode his bike across the road.

The homonyms are *I* and *eye*, *heel* and *heal*, *see* and *sea*, and *rode* and *road*.

Science/Social Studies (Time recommended: 75–90 minutes)

The student learns about bats. Two websites are given in the Student Module Booklet to further investigate the world of bats. Because URLs frequently change, you may wish to check these sites before your student accesses them.

Enrichment (optional)

The student may draw and colour a picture of one of the bats in the Student Module Booklet or from a website or book about bats. Have the student print the name of the bat on the page and write a sentence explaining why that bat appeals to him or her.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 10: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 11

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if the student is continuing these activities)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ *Music and Movement in the Classroom* CD #2

Language Arts

- ☐ *Collections: Feel the Power*

Silent Reading

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 9B
– Day 11: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 9: Day 11 in the math program.

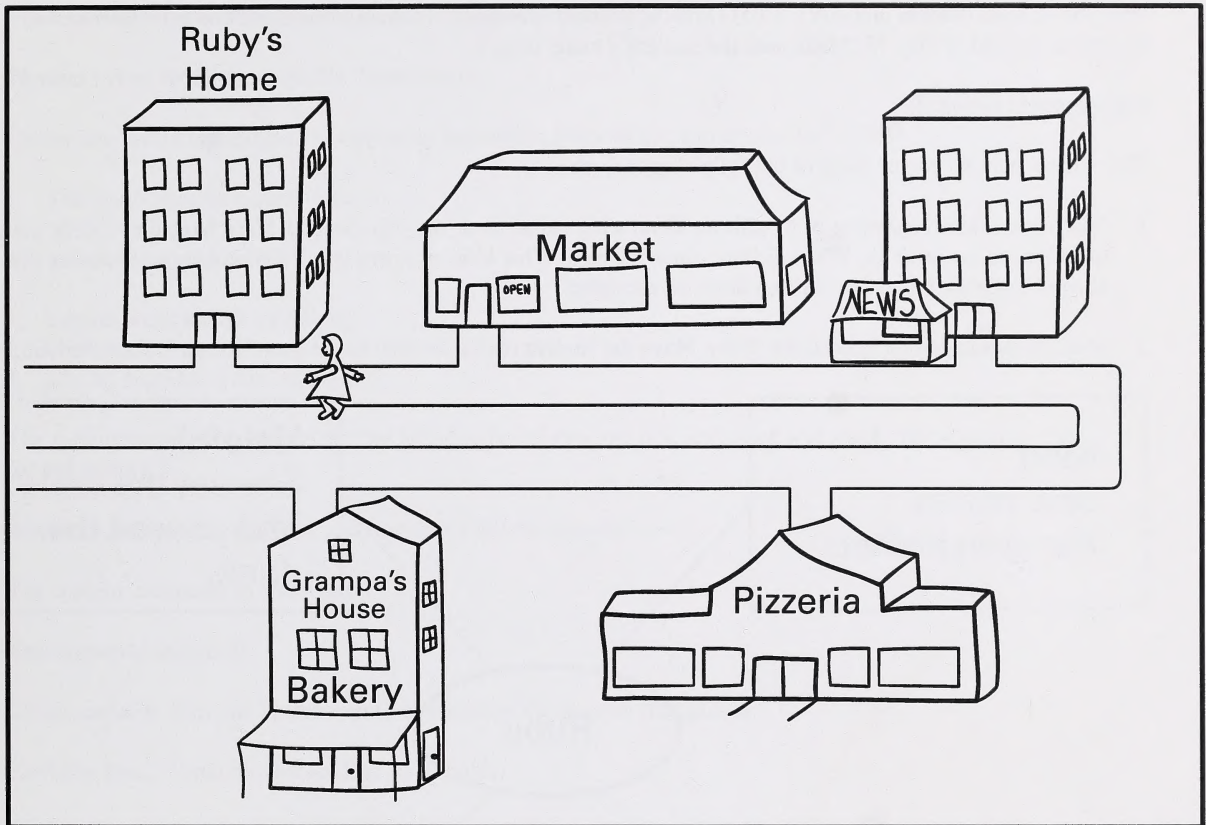
Music and Movement (Time recommended: 20–30 minutes)

Play “Ballin’ the Jack” as the student sings and dances to it. Play it a few times and perform the stretching exercises from Day 1 as a break today and on Day 12. Share the information about this song in the margin note of the Student Module Booklet with your student.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the selection “Ruby’s Storm.”

Here is an example of a pictorial story map:



A Pictorial Story Map

Print the module number and day (M9D11) on the pictorial story map. This assignment will be submitted to the teacher at the end of Day 18. Make sure the student's name is on it.

Here is a sample of a recount:

Title	Going to See Hansel and Gretel
Beginning	My mother and I saw a play called Hansel and Gretel last Friday. It's my favourite story.
Listing of Events	We drove to the theatre downtown. We sat right in the front. A boy and a girl were dancing in the woods. They came to a house made of candy. A witch captured Hansel and Gretel and tried to fatten them up to eat. Hansel and Gretel shoved the witch in an oven instead. They lived happily ever after with their father. I liked the play. On our way home, my mother and I had ice cream.
Ending	It was a very good day.

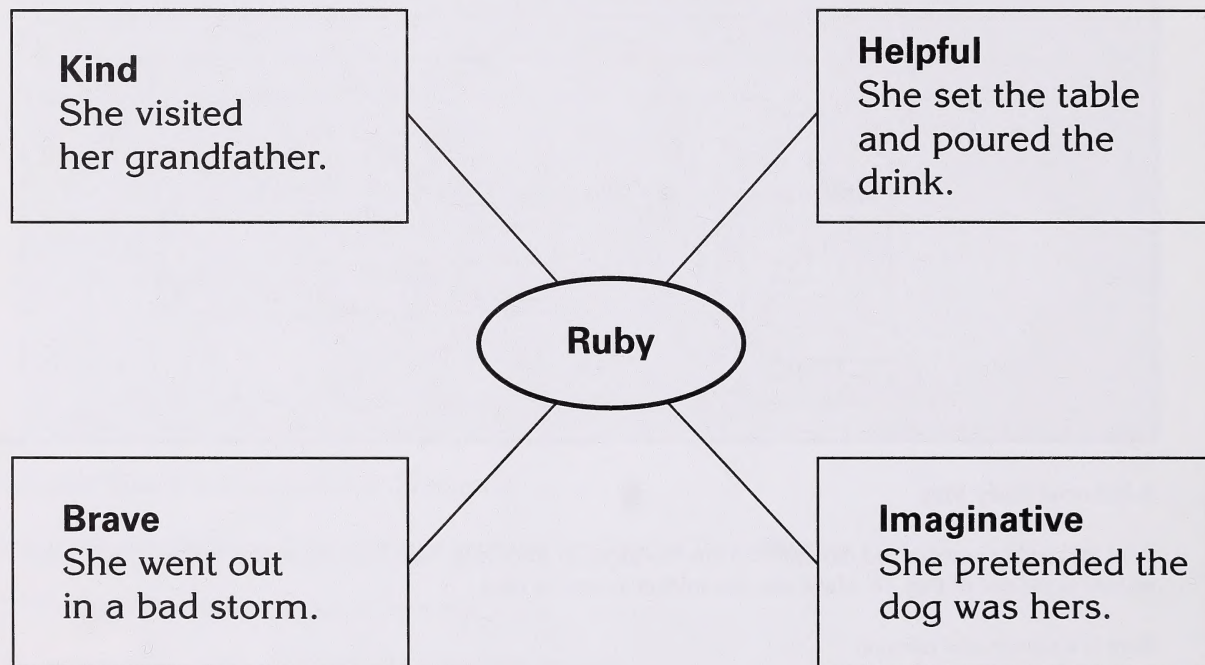
Write Your Own Recount

Print the module number and day (M9D11) on the illustrated recount. This assignment will be submitted to the teacher at the end of Day 18. Make sure the student's name is on it.

Enrichment (optional)

The student may do one or more of the following activities:

1. Interview a family member or neighbour about a big storm he or she experienced. First, have the student write questions to use such as, When did the storm happen? What kind of storm was it? What happened during the storm? The answers can be written down or recorded.
2. Make a character web to describe Ruby. Have the student revisit the text to get proof for each characteristic.



3. Make a character web to describe Grampa. Have the student revisit the text to get proof for each characteristic.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Dictate the following sentences containing synonyms, homonyms, and antonyms:

1. The fast horse ran a quick race.
2. Two dollars is too much.
3. I drank weak tea all week long.
4. My fat dog likes your skinny cat.

The synonyms are *fast* and *quick*. The homonyms are *two* and *too*; and *weak* and *week*. The antonyms are *fat* and *skinny*.

Science/Language Arts (Time recommended: 60–90 minutes)

The student continues to study bats.

Enrichment (optional)

If time remains, play the Homonym Concentration Game with the student.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 11: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 12

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing these activities)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ Story Elements Chart #1 from the Appendix of the Student Module Booklet.
- ☐ Thematic Assignment Booklet 9B
 - Day 12: Assignment 1
 - Day 12: Assignment 2

Silent Reading

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 9B
 - Day 12: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 9: Day 12 in the math program.

Journal Time (Time recommended: 15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the selection “Nana Moves In.”

Talk About the Story

Print the module number and day (M9D12) on the Story Elements Map. This assignment will be submitted to the teacher at the end of Day 18. Make sure the student’s name is on it.

Assignment Booklet: The student writes sentences using words from the selection.

A Special Family Member

Print the module number and day (M9D12) on the written account about a favourite activity with an older family member. This assignment will be submitted to the teacher at the end of Day 18. Make sure the student’s name is on it.

Print the module number and day (M9D12) on the illustration of an older family member. This assignment will be submitted to the teacher at the end of Day 18. Make sure the student’s name is on it.

Enrichment (optional)

The student may write a letter to a grandparent or other family member.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 10–15 minutes)

Today’s high-frequency words are *English* and *rest*. Print each word on a coloured index card. Show the words to the student one at a time. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her by doing the activities outlined in Day 2.

Spelling (Time recommended: 10 minutes)

Take a few minutes to review the six module spelling words presented on Day 3: *less*, *before*, *add*, *draw*, *yet*, and *become*. When practising spelling words, there are several techniques you can use. You may experiment with various procedures to see what works best for the student. The student may, for example, learn best when using a visual method, rather than a “sounding out” method, or the other way around.

Use the “look-say-cover and see-write-check” method introduced in Module 1, Day 2 when learning new words. It has appeal and benefits many students.

As you try various methods, remember that spelling drill should be relaxed and as enjoyable as possible. How much practice the student needs will depend on how easily spelling words are learned.

Phonics (Time recommended: 20–30 minutes)

Assignment Booklet: Review the phonics lesson and dictate the sentences in the Student Module Booklet to the student.

Science/Language Arts (Time recommended: 60 minutes)

The student learns how insect-eating bats use echolocation.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 12: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 13

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing these activities)

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD
- ☐ materials for making percussion instrument (see Music and Movement on page 13)

Language Arts

- ☐ *Collections: Feel the Power*
- ☐ Thematic Assignment Booklet 9B
 - Day 13: Assignment 3

continued . . .

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science/Art

- ☐ Bat Cut-Outs from the Appendix of the Student Module Booklet

Looking Back

- ☐ Thematic Assignment Booklet 9B
– Day 13: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 9: Day 13 in the math program.

Music and Movement (Time recommended: 20–30 minutes)

Play “Festival” while the student dances and sings to it. Consider playing this song a few times today and on Day 14 as a break. In addition, do the stretching activities listed in Day 1.

Help the student make a homemade instrument. Make a shaker using a clean, empty, plastic margarine container or shampoo bottle filled with rice or small seeds. Make rhythm sticks using rolled up newspapers or magazines. Make rattles using old keys. Make drums using old plastic tubs, bowls, or cardboard boxes; use pencils for drumsticks.

Language Arts (Time recommended: 60–90 minutes)

The student responds to the report “Where Does All That Rain Come From?”

Journal Time (Time recommended: 15 minutes)

The student responds to the report “Where Does All That Rain Come From?” in the Reading Response section of his or her journal.

Assignment Booklet: The student writes sentences using words from the selection.

Show How You Can Be Water Wise

Print the module number and day (M9D13) on the picture showing how to be water wise. This assignment will be submitted to the teacher on Day 18. Make sure the student's name is on it.

Enrichment (optional)

The student may make a booklet of water facts.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Dictate the following sentences containing compound words:

1. I'm going to make some cupcakes.
2. I made them all by myself.
3. Did you forget to bring a raincoat?
4. My baby brother likes to play in the sandbox.

The compound words are *cupcakes*, *myself*, *raincoat*, and *sandbox*.

Science/Art/Language Arts (Time recommended: 60–90 minutes)

The student learns how bats are helpful to people and plants.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 13: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 14

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing these activities)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Feel the Power*
- ☐ Thematic Assignment Booklet 9B
 - Day 14: Assignment 4

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science/Language Arts/Art

- ☐ Endangered Bats of North America page from the Appendix of the Student Module Booklet

Looking Back

- ☐ Thematic Assignment Booklet 9B
 - Day 14: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 9: Day 14 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the report “Where Does All That Rain Come From?”

Example of how to fill in the chart:

Page	What I Already Knew	What I Learned	What I Still Want to Learn
22 and 23	<ul style="list-style-type: none"> • Water is needed to keep things alive. • Water is needed for cooking and washing. • Water is needed for plants and crops. 	<ul style="list-style-type: none"> • Water is stored by using dams. • Water is used in factories. • Water is used to make electricity. 	<ul style="list-style-type: none"> • How does water make electricity?

Assignment Booklet: The student fills in a chart with information from the selection.

Example of features of lists:

Lists

- have a title
- have headings (such as “Do” and “Don’t”)
- give points as phrases or sentence parts
- begin with an action word
- use a bullet to begin each point
- do not have capital letters at the beginning of points
- do not have a period at the end of points

Brainstorm topics for a list. Examples include being a good friend, bicycle safety, swimming safety, manners at the dinner table, and behaviour at a performance. Once the student decides on a topic, have him or her talk about it and think about what points might be included. Have the student rehearse the points orally with you before beginning the writing.

Write a Do and Don’t List

Print the module number and day (M9D14) on the Do and Don’t list. This assignment will be submitted to the teacher on Day 18. Make sure the student’s name is on it.

Enrichment (optional)

The student can look at maps of the local area or province to find and list bodies of water, such as rivers and lakes. To extend the activity, the student can research facts about one of the bodies of water and share the results with family and friends.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 10–15 minutes)

Today's high-frequency words are *perhaps* and *certain*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her by doing the activities outlined in Day 2.

Phonics (Time recommended: 20–30 minutes)

Dictate the following sentences containing words with consonant blends:

1. Are you going to drink that?
2. Don't spray water on me.
3. I like to play with my friends.
4. Fruit bats help plants.

The words with consonant blends are *drink*, *spray*, *play*, *friends*, *fruit*, and *plants*.

Science/Language Arts/Art (Time recommended: 60–90 minutes)

The student learns about endangered bats. A website about building a bat house is given in the Student Module Booklet. As URLs frequently change, you may wish to check the website for content before your student accesses it.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 14: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 15

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing these activities)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *JEUX D'ENFANTS* CD

Language Arts

- ☐ Thematic Assignment Booklet 9B
 - Day 15: Assignment 5
 - Day 15: Assignment 6

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science/Language Arts/Art

- ☐ Bat Mobile pages from the Appendix of the Student Module Booklet
- ☐ large needle or hole punch
- ☐ thick thread or yarn
- ☐ plastic straws
- ☐ coat hanger
- ☐ Thematic Assignment Booklet 9B
 - Day 15: Assignment 7

Looking Back

- ☐ Thematic Assignment Booklet 9B
 - Day 15: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 9: Day 15 in the math program.

Music and Movement (Time recommended: 30–45 minutes)

Play “The Musical Box” and “Braziliera.” Consider playing them a few times today and on Day 16 as a break. In addition, have the student practise forward rolls.

Language Arts (Time recommended: 75–90 minutes)

The student reads and responds to the article “All About Clouds.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “All About Clouds” in the Reading Response section of his or her journal.

Assignment Booklet: The student fills in a chart with information from the selection.

Assignment Booklet: The student writes sentences using words from the selection.

A Cloudy Sky

Print the module number and day (M9D15) on the picture of a cloudy sky. This assignment will be submitted to the teacher on Day 18. Make sure the student’s name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Dictate the following sentences containing words with two syllables:

1. It’s cloudy today.
2. It’s warmer inside than outside.
3. Did you find my mittens?
4. A kitten is a baby cat.

The words with two syllables are *cloudy*, *today*, *warmer*, *inside*, *outside*, *mittens*, *kitten*, and *baby*.

Science/Language Arts/Art (Time recommended: 60–90 minutes)

Some myths about bats are dispelled and the student learns some rules about bat encounters.

Assignment Booklet: The student identifies true and false statements about bats.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 15: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 16

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing these activities)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Feel the Power*
- ☐ Thematic Assignment Booklet 9B
 - Day 16: Assignment 8
 - Day 16: Spelling Test

Silent Reading

- ☐ books, magazines, or other reading material

continued ...

Looking Back

- ☐ Thematic Assignment Booklet 9B
 - Day 16: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 9: Day 16 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–75 minutes)

The student reads and responds to the selection “How Raven Made the Tides.” First, tides are discussed and a website is given with visuals showing how tides work. Because URLs frequently change, you may wish to check the website for content before your student accesses it.

Assignment Booklet: The student writes sentences using words from the selection.

Character Drawing

Print the module number and day (M9D16) on the description and picture of a main character from the legend. This assignment will be submitted to the teacher on Day 18. Make sure the student’s name is on it.

Words I Use Often (Time recommended: 10–15 minutes)

Today’s high-frequency words are *six* and *feel*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student cannot read the word, help him or her by doing the activities outlined in Day 2.

Spelling (Time recommended: 20 minutes)

Assignment Booklet: Before the student does the spelling test, take down the six words from the Word Wall. Give the student the final test for Module 9 spelling words. Do not review the words prior to the test.

If the words are practised immediately before the test, you are only testing the child's short-term memory of these words. It is important that these words be stored in long-term memory. Testing without review will give a better indication of the child's spelling skills.

When giving the test, use the following steps:

1. Say each word clearly, but in a normal manner.
2. Say a sentence that contains the word, preferably not at the beginning of the sentence to avoid the necessity of a capital letter.
3. Repeat the word.

The following are the words for the test:

before	draw
add	yet
become	less

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

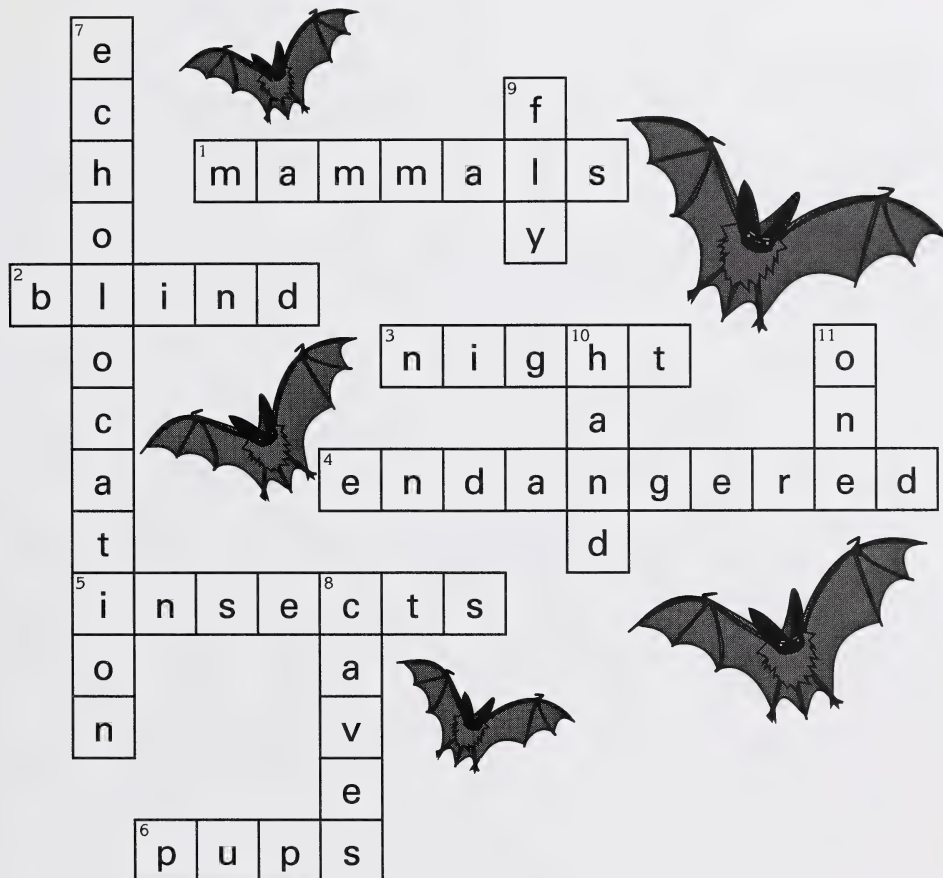
Dictate the following sentences containing contractions:

1. I won't go without you.
2. We've been here all day.
3. He's a good friend of mine.
4. That's the best dog you'll ever have.

The contractions are *won't*, *we've*, *he's*, *that's*, and *you'll*.

Science/Language Arts (Time recommended: 60–90 minutes)

Answers to the bat crossword puzzle



Bat's All

Print the module number and day (M9D16) on the illustrated bat paragraph. This assignment will be submitted to the teacher on Day 18. Make sure the student's name is on it.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 16: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 17

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing these activities)

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD

Language Arts

- ☐ *Collections: Feel the Power*
- ☐ Story Elements Chart #2 from the Appendix of the Student Module Booklet
- ☐ Thematic Assignment Booklet 9B
 - ☐ Day 17: Word Recognition Test

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 9B
 - ☐ Day 17: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 9: Day 17 in the math program.

Music and Movement (Time recommended: 30 minutes)

Play the song “Let’s Help This Planet” while the student moves and sings to it. Consider playing it a few times today and on Day 18 as a break. In addition, do the stretching activities listed in Day 1 and practise the backward roll.

Language Arts (Time recommended: 90 minutes)

The student responds to the selection “How Raven Made the Tides.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “How Raven Made the Tides” in the Reading Response section of his or her journal.

Here is a sample story elements chart:

Title: "How Raven Made the Tides" Authors: Micheal J. Caduto and Joseph Bruchac	
Characters <i>Raven</i> <i>Old woman</i>	Setting <i>the beach</i> <i>the old woman's house</i>
Problem <i>Water covered the food on the beach.</i>	

Events	Solution
<ol style="list-style-type: none"> 1. <i>Raven flew to old woman's house.</i> 2. <i>He told her there were clams on the beach.</i> 3. <i>The old woman looked out the door, and Raven pushed her out.</i> 4. <i>Raven threw dust, which blinded the old woman and she let go of the tide-line.</i> 5. <i>Raven and the people gathered all the good things to eat.</i> 6. <i>Raven went back to the old lady and healed her eyes.</i> 	<p><i>The old woman agreed to let go of the tide-line twice a day.</i></p>

Map the Legend

Print the module number and day (M9D17) on the story elements chart. This assignment will be submitted to the teacher on Day 18. Make sure the student's name is on it.

Sample topics and explanations for a legend are as follows:

Topics	Explanations
why Fox has a bushy tail	to keep her cubs warm
why Sun is in the sky	spark from a bonfire flew into sky
why Turtle has a shell	couldn't find a warm house—too slow
why Moon changes shape every month	likes to have a change of clothing
why Bear sleeps all winter	couldn't find friends to stay with
why Bat has wings for hands	wanted to keep up with friend Crow

Write a Legend

Print the module number and day (M9D17) on the legend. This assignment will be submitted to the teacher on Day 18. Make sure the student's name is on it.

Enrichment (optional)

Take the student to the local library to find and read other legends.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 20 minutes)

Remove all the words from the Word Wall.

Assignment Booklet: Give the student the Word Recognition Test. Do not review the words prior to the test.

Point to each word in the Assignment Booklet and have the student read it aloud. Put a check mark beside the word if the student recognizes it immediately.

If the student has extra words that he or she put on the Word Wall throughout the module, print them on the lines and have the student read each one aloud. Check the ones that are recognized by sight.

Review the words the student did not recognize.

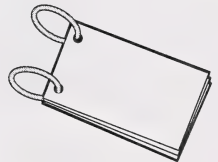
Ask the student to read the words on the index cards from the stories in the module. These are the words:

alive	coming	fog	nose	scarf	ocean
blanket	cry	getting	storms	blow	heavy
crystals	old	showers	box	drops	high
pollute	sky	teeth	thunder	clean	everywhere
hugged	proud	slipped	wash	clouds	fighting
ice	rain	snowman	waste	coat	flapped
icy	rainstorm	rubbed	sometimes	woman	
line	lonely	beach	sailboats	spring	

You may want to spend some time reviewing any of these words the student did not recognize as well.

Add the index cards to the two-ringed flip books you began in Module 1:

- one containing coloured index cards of high-frequency words that are used often
- the other containing theme or personal-interest words and words from the stories on white index cards



Separating the cards in this way will give you the opportunity to focus on mastery of frequently used words, which is crucial to the beginning reader and writer. From time to time, review the cards in the ringed booklets. Your major emphasis will be on the coloured cards, or high-frequency words.

Phonics (Time recommended: 20–30 minutes)

Dictate the following sentences containing words with suffixes:

1. My dog is fearless.
2. Sam is a cheerful boy.
3. Bats like to fly in the darkness.
4. Cross the street safely.

The words with suffixes are *fearless*, *cheerful*, *darkness*, and *safely*.

Health and Life Skills (Time recommended: 60–90 minutes)

The student learns how to contribute to a safe and caring environment.

Helping to Care for the Planet

Print the module number and day (M9D17) on the list of ways the student can help the environment at home and in the community. This assignment will be submitted to the teacher on Day 18. Make sure the student's name is on it.

Enrichment (optional)

To show how vehicle exhaust pollutes the air, start your vehicle and have the student watch what is coming out of the back of it (the exhaust may not be visible). Turn the vehicle off and place a square of white cotton cloth and an elastic band over the exhaust pipe. Run the vehicle for a few minutes. Turn it off and show the student the cloth (should be covered with black particles). Conclude that even though pollution isn't always seen, it still exists in the air.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 17: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 18

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing these activities)

- ☐ current month's calendar and materials
- ☐ Thematic Assignment Booklet 9B
 - Day 18: Assignment 9

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ At the Beach from the Appendix of the Student Module Booklet
- ☐ Thematic Assignment Booklet 9B
 - Day 18: Assignment 10

Silent Reading

- ☐ books, magazines, or other favourite reading material

Art

- ☐ coat hanger
- ☐ crepe paper
- ☐ magazines, travel brochures, newspapers with pictures of the beach
- ☐ firm paper
- ☐ coloured tag board
- ☐ shells, small pebbles
- ☐ thick thread or yarn
- ☐ large needle or hole punch
- ☐ 16 cm × 12 cm piece of cardboard

Looking Back

- ☐ Thematic Assignment Booklet 9B
 - Day 18: Learning Log

Story Time

- ☐ mutually chosen reading material








Calendar Time (Time recommended: 30 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Assignment Booklet: This assignment will be completed only if the student has continued the Calendar Time activities. Have the student fill in the bars on the graph a different colour for each type of weather. For example, if cloudy days are blue, rainy days may be yellow, and so on. Have the student count the number of each weather symbol on their calendar and then fill in the same number of squares on the graph. If the student has used any additional symbols, add them to the blank spaces on the bottom row of the chart. Help the student as needed. See the following example.

The Weather for _____

Fill in the month.

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

Math Time (Time recommended: 45 minutes)

The student works on Module 9: Day 18 in the math program.

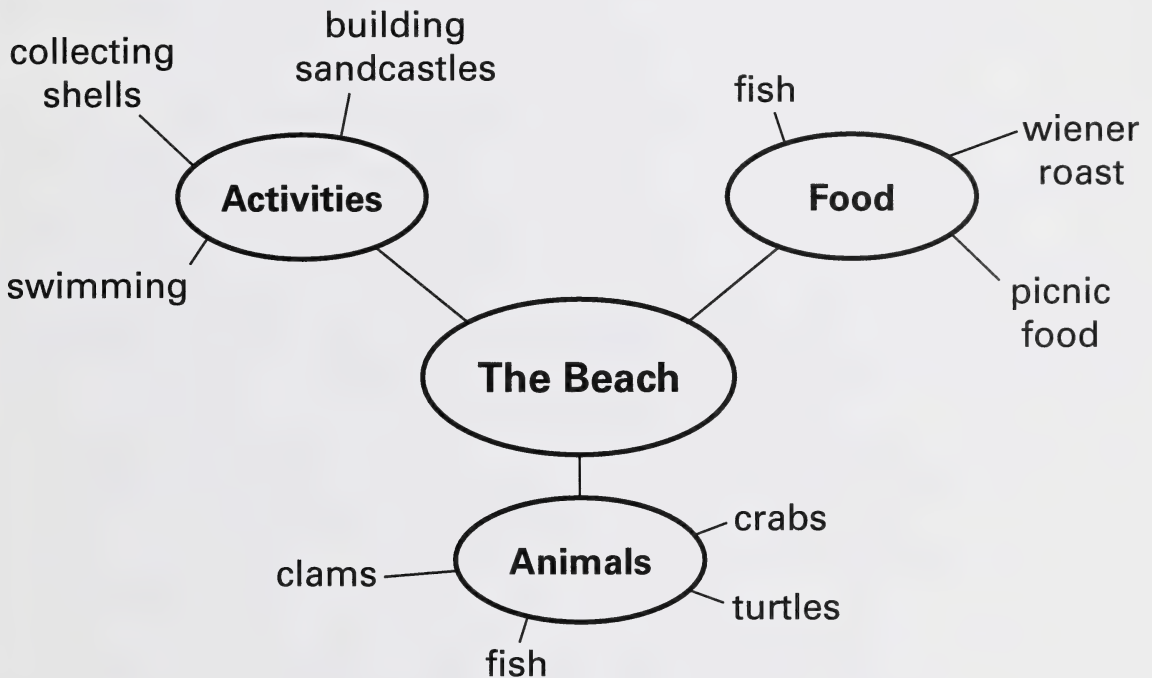
Journal Time (Time recommended: 15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to “At the Beach.”

Word web example



At the Beach

Submit the page entitled At the Beach to the teacher. Have the student print the module number and day (M9D18) on it. Make sure the student’s name is on it.

Enrichment (optional)

The student can do one or both of these activities:

1. Write a message and put it in a bottle. Give it to a friend to read and write back.
2. Finish this sentence: I like the beach best when _____. Draw a picture.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Assignment Booklet: Review the phonics lesson and dictate the sentences in the Student Module Booklet to the student.

Art (Time recommended: 60–90 minutes)

The student makes a beach mobile, a modelling clay beach scene, or a beach collage.

Try to provide the student with the book *Playing with Plasticine* by Barbara Reid. It shows how to make pictures with modelling clay.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Then review the module and choose items to send to the teacher. Challenge the student to choose the journal entries for submission from the ones completed throughout Days 10 to 18, and to explain why these particular pieces of writing were chosen.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Assist the student with completing the Course Survey found at the end of the Assignment Booklet or online at www.learning.gov.ab.ca/lfb.

Send Assignment Booklet 9B and other items for mailing to the teacher now. Use the **Items for Mailing** checklist at the end of the Assignment Booklet to assemble all the necessary work.

ASSIGNMENT BOOKLET 9B

Grade Two Thematic
Module 9B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

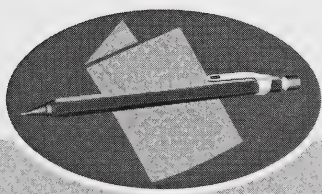
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 9B

The Wonders of Nature

ASSIGNMENT BOOKLET 9B



Learning
Technologies
Branch

Alberta
LEARNING

Grade Two Thematic
Module 9: The Wonders of Nature
Assignment Booklet 9B
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

Learning Log

Home Instructor's Comments

What have you observed about the student's developing listening and speaking skills? Refer to today's Sound Effects activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows what the selection is about |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies sounds from the story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • suggests ways different sounds can be made |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • produces sound effects at appropriate times during the reading |

Add any comments you have about the student's listening and speaking skills or about the day's work.

Student's Comments

What would you like to tell your teacher about today?

Learning Log

Home Instructor's Comments

What have you observed about the student's developing writing skills? Refer to today's Write Your Own Recount activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •thinks about and plans the writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •writes a beginning that tells who, what, where, when, and why |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •describes events in order |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses past tense verbs |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses complete sentences |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses descriptive words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •writes an ending |

Add any information or comments you have about the student's writing development and the day's work.

Student's Comments

Assignment 1

Write sentences using the new words **old**, **proud**, **lonely**, **heavy**, and **box**. Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

Assignment 2

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in pink the words with an **ing** ending. Circle in blue the words with an **ed** ending.

1. _____

2. _____

3. _____

4. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's growth and development in writing? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • adds increasing detail to written work |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses punctuation and capitalization consistently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes longer selections than before |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses and explores a computer keyboard for writing (optional) |

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher about your work today?

Assignment 3

Write sentences using the new words **alive**, **polluted**, **wash**, **clean**, and **waste**.
Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading skills? Refer to today's reading activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses the title, headings, and illustrations to help predict the text |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •makes sensible predictions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •confirms predictions by referring to supporting information in the text |

Add any comments you have about the student's developing reading skills or about the day's work.

Student's Comments

Assignment 4

Fill in the chart using the information from the orange boxes on pages 24 and 25 of the report "Where Does All That Rain Come From?"

Page	What I Already Knew	What I Learned	What I Still Want to Learn
24			
25			

Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading skills? Refer to today's Charting Information activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies all the information on a page |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • categorizes the information |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • records the information in jot form |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes a question he or she would like an answer to |

If you have questions for the teacher or comments to add, use this space.

Student's Comments

Assignment 5

You read about different clouds today. Choose four kinds of clouds and complete the chart with words and pictures.

Type of Cloud	Meaning of the Name	What It Looks Like	Kind of Weather

Assignment 6

Write sentences using the new words **blanket**, **fog**, **ice**, **showers**, and **crystals**.
Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

Assignment 7

Print a **T** next to the sentence if you think it is true. Print an **F** next to the sentence if you think it is false.

1. Bats are blind. _____
2. Bats fly into people's hair. _____
3. Bats are dirty and many carry rabies. _____
4. A bat's wings are really its hands. _____
5. Bats are flying mice. _____
6. Bats are the only mammals that fly. _____
7. Some bats can catch up to 1200 mosquitoes in one hour. _____
8. Most bats are active during the day. _____
9. You should never touch a bat that is lying on the ground. _____
10. Bats suck blood from people. _____



Learning Log

Home Instructor's Comments

What have you observed about the student's skills and attitude in art?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses a variety of brushstrokes |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •plans art work before carrying it out |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •mixes paint colours to form other colours |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys art time |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •likes to display his or her art work |

Add any additional information or comments about the day's work.

Student's Comments

What would you like to tell your teacher about your work today?

Assignment 8

Write sentences using the new words **high**, **ocean**, **woman**, **beach**, and **line**.
Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

Spelling Test

Listen carefully to the words your home instructor gives you. Print the words on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's development in reading? Refer to the discussion of "How Raven Made the Tides." Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies the problem in the legend |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes the characteristics in the legend that show it is a First Nations' legend |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • names other stories that are similar in some way to this legend |

Add any other comments about the student's development in reading.

Student's Comments

What would you like to tell your teacher?

Word Recognition Test

Read each word aloud.

☐ learned☐ behind☐ among☐ brought☐ dog☐ cannot☐ wind☐ feel☐ shown☐ able☐ perhaps☐ mean☐ certain☐ rest☐ six☐ English

If you have chosen special words in Module 9, your home instructor will write them here. Read each word aloud.

☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____

Learning Log

Home Instructor's Comments

What have you observed about the student's development in writing? Refer to today's Write a Legend activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •thinks of his or her own topic idea |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •pre-plans the writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses a story map to plan the writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •talks through the planning |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •includes all the story elements |

Add any other comments about the student's development in writing.

Student's Comments




Assignment 9

Fill in the graph to show the weather you recorded over the 18 days of the module. Count the number of symbols you drew on your calendar for each kind of weather. Colour each type of weather a different colour.

The first three weather symbols have been done for you. Fill in the others on your own.

The Weather for _____

Fill in the month.

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

Assignment 10

Your home instructor will dictate some sentences. Print the sentences you hear on the lines. Circle in blue the words with a **doubled final consonant** and an **ing** ending. Circle in yellow the words with a **doubled final consonant** and an **ed** ending.

1. _____

2. _____

3. _____

4. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing knowledge, skills, and attitudes in this module? Check **yes** or **not yet**.

Language Arts

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • reads increasingly challenging material |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a variety of strategies to decode unfamiliar words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • self-corrects when a word or phrase is read incorrectly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes many words immediately when reading |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands what has been read |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • spells words correctly in own writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • rephrases researched material or retells stories |

Health and Life Skills

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • determines safe and responsible use of medications |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows how to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, knows who and how to tell |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • explains how to contribute to a safe and caring environment |

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •demonstrates organizational skills; e.g., notebook organization, desk organization |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •applies the decision-making process for age-appropriate issues |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •knows how to deal with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, and exclusions |

Use this space for other comments about the student's progress this year.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Student's Comments

Next year I would like to learn . . .

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Grade Two Thematic—Assignment Booklet 9B
Module 9B: The Wonders of Nature
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 10 – 18

- ☐ Thematic Assignment Booklet 9B.
Ensure all assignments have been completed, including the Learning Logs.
- ☐ two entries chosen by the student from the Personal Writing section of the journal
- ☐ two entries chosen by the student from the Reading Response section of the journal
- ☐ course survey
Ensure the survey, found at the end of the Assignment Booklet or online, has been completed.

Day 10

- ☐ recording of the student reading "Ruby's Storm" with added sound effects
- ☐ drawing of a bat and explanation why it is appealing (optional)

Day 11

- ☐ pictorial story map of "Ruby's Storm"
- ☐ illustrated recount

Day 12

- ☐ story elements chart for "Nana Moves In"
- ☐ written account of a special family member
- ☐ illustration of an older family member

Day 13

- ☐ illustration showing how to be water wise

Day 14

- ☐ illustrated "Do" and "Don't" lists

Day 15

- ☐ painting of a cloudy sky

Day 16

- ☐ description and picture of a main character from “How Raven Made the Tides”
- ☐ illustrated bat paragraph

Day 17

- ☐ story elements chart for “How Raven Made the Tides”
- ☐ legend
- ☐ “How I Will Help the Environment” list

Day 18

- ☐ “At the Beach” page from the Appendix of the Student Module Booklet

LEARNING TECHNOLOGIES BRANCH DISTANCE LEARNING HOME INSTRUCTOR AND STUDENT COURSE SURVEY FOR GRADES 1-6 COURSES

*Students: After you have completed the assignments in this course, please fill in this survey **with the help of your home instructor**.*

Your honest thoughts about the course are appreciated. They will help improve the course for future students.

We encourage you to go to our website at www.learning.gov.ab.ca/lrb and complete and submit this survey electronically. If this is not possible, see the last page of this survey for other ways to submit the survey.

Part A: About Yourself




Your distance education school: _____

Distance education course you are taking: _____

Part B: About the Course

On each line, print an "X" under the words that best show what you think.

1. How hard did you find this course?

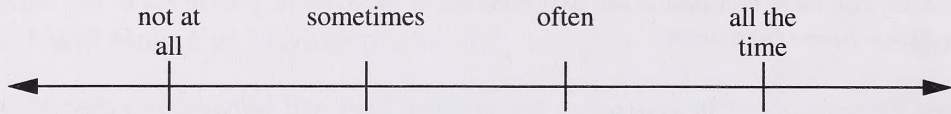
						
very easy		rather easy	neither easy nor hard		rather hard	very hard
←----- ----- ----- ----- ----- ----- -----→						

2. How well could you follow the directions and the way things were explained in the modules?

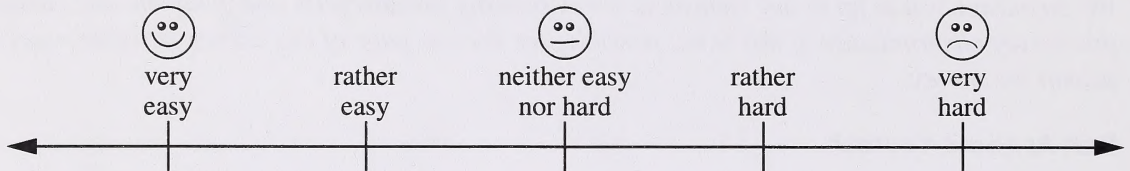
						
very simple to follow		rather easy	about right for me		rather hard	very difficult
←----- ----- ----- ----- ----- ----- -----→						

3. The Internet may have been mentioned in your course as one way to get information or find activities.

How often did you use the Internet to complete this course?



4. How easy or hard was it to use the Internet in this course?



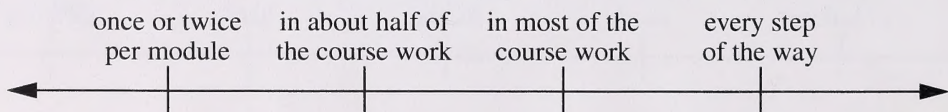
5. If someone helped you with parts of the course, answer the following questions:

a. Who helped you? (parent, friend, etc.) _____

b. What did this person do to help you? _____

c. In which parts of the course did this person help you the most? _____

d. How often did this person help you?



6. The best thing about this course is _____

7. The part of this course that most needs improving is _____

8. Tell us any other ideas you have to make this course better. _____

9. If you have completed or almost completed another distance education (DE) course within the past year, complete the following chart. If you have done a few distance education courses recently, please choose a course that is similar to this course.

Print the names of the courses in the following chart. Then put a check mark (✓) in each column to show what you think.

Comparison Between DE Courses	Took More Time	Was More Difficult	Was Better Written	Was More Enjoyable
Name of this course:				
Name of other DE course:				

Thanks for taking the time to complete this survey.
Your ideas are important to us. If you are mailing this survey, please use the address on the right. Or, you may e-mail or fax the survey, using the address or number below.

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Barrhead, Alberta
T7N 1P4

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If you are enrolled at the Alberta Distance Learning Centre and have been submitting your Assignment Booklets to ADLC, you may return this survey with the last Assignment Booklet in the course.